

Profile i

Chapter 4 - Academic Standards and Assessment Requirements

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments “to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined”. As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

For each plan component, it is important to establish a single point of contact and to ensure accuracy of LEA information.

Steps to Complete this Section:

1. Enter the requested information into the space provided.
2. Ensure that the information entered in the space provided is accurate.

Fields with asterisks (*) are required.

LEA Type

Ephrata Area SD

AUN

113362603

Address 1

803 Oak Boulevard

Address 2

City

Ephrata

State

Pennsylvania

Zip Code

17522

Single Point of Contact Name *

Richard Hornberger

Single Point of Contact Email *

richard_hornberger@easdpa.org

Single Point of Contact Phone Number *

7179470631

Ext

Chief School Administrator

Dr. Brian Troop

Chief School Administrator Email

B_Troop@easdpa.org

Academic Standards and Planning i

▼ **Chapter 4 - Academic Standards and Assessment Requirements**

Chapter 4 specifies the minimum curriculum requirements that are to be provided within each grade band. [Chapter 4 PDF Document](#) ↗

A written curriculum framework specifies what and when content is taught for each subject within the LEA. In this section, LEAs identify whether a written curriculum exists for each subject area and in what grade spans the subject is taught.

Steps to Complete this Section:

1. For each subject, identify whether a written curriculum exists for each grade span. Select all that apply. Select NA only if a written curriculum framework does not exist for any grade spans.
2. Next, identify in what grade spans the subject is taught. Select all that apply.

Chapter 4 Curriculum and Instruction Requirements	Written Curriculum Framework					Taught within the Grade Span			
	K-2	3-5	6-8	9-12	N/A	K-2	3-5	6-8	9-12
PA-Core English Language Arts ↗	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PA-Core Mathematics ↗	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Science and Technology ↗	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Environment and Ecology ↗	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Civics and Government ↗	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Economics ↗	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Arts and Humanities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Health, Safety, and Physical Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Family and Consumer Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading and Writing for Science and Technical Subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reading and Writing for History and Social Studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Career Education and Work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Chapter 4


Additional Curriculum and Instruction Requirements

	Written Curriculum Framework					Taught within the Grade Span			
	K-2	3-5	6-8	9-12	N/A	K-2	3-5	6-8	9-12
World Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alternate Academic Content Standards for Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alternate Academic Content Standards for English Language Arts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Driver's Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business, Computer and Information Technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English Language Development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K-12 Computer Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
American School Counselor Association for Students/Interpersonal Skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PA Early Childhood Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Assurances: Standards Alignment i

 **Chapter 4 - Academic Standards and Assessment Requirements**

The academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Pennsylvania’s public schools.

[Academic Standards Page](#) 

Steps to Complete this Section:



1. For each grade span, specify if the Curriculum is aligned to the PA State Standards. If marked “no”, provide an explanation for why “no” and describe the plan to comply with this regulation.
2. Type responses to questions.
3. Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format if the LEA has created a locally developed curriculum.
4. Indicate if a priority for Comprehensive Plan.

Fields with asterisks (*) are required.

Grade K-2 locally developed curriculum is aligned to PA Core/Academic Content Standards *	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Grade 3-5 locally developed curriculum is aligned to PA Core/Academic Content Standards *	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Grade 6-8 locally developed curriculum is aligned to PA Core/Academic Content Standards *	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Grade 9-12 locally developed curriculum is aligned to PA Core/Academic Content Standards *	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Our LEA has a standardized format for mapping LEA curriculum to the PA Core/Academic Standards. *	<input checked="" type="radio"/> Yes	<input type="radio"/> No

Upload a sample of your locally developed curriculum from one subject in one grade level that utilizes your LEA standardized format. *

No file chosen

 Copy of K-12 Math
Competency_Learning_Target Plan.xlsx 

1. Describe your LEA's process for reviewing alignment to the PA Academic Standards and evaluating and updating the written curriculum. *

Teachers identify the goals/outcomes for the content/course.
Teachers use PDE SAS to locate content standards/anchors/eligible content for their content area.
Teachers/curriculum writers identify the content (Big Ideas and Essential Questions).
Teachers/curriculum writers identify the standards that are aligned to the big idea.
Teachers/curriculum writers identify the content and skills for each big idea.
Teachers/curriculum writers identify the assessments aligned to to the big ideas.
Teachers/curriculum writers identify the competencies and learning targets aligned to big idea and standards.

2. List resources, supports or models that are used in developing and aligning curriculum. *

Backward Design
1. What should students know and be able to do?
2. Determine the acceptable evidence of learning.
3. Plan experiences and instruction.

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain. *

All teachers have access to our curriculum documents.
Department supervisors, principals, and assistant superintendents work with teachers who are struggling to understand/access curriculum.
Curriculum is documented on teacher lesson plans.

Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan? *



Yes



No

Assurances: Curriculum and Instruction i

▼ Chapter 4 - Academic Standards and Assessment Requirements

Chapter 4 establishes that public education provides planned instruction. As defined by Chapter 4, planned instruction is the instruction offered by a school entity based upon a written plan to enable students to achieve the academic standards under § 4.12 (relating to academic standards) and any additional academic standards as determined by the school entity.

Steps to Complete this Section:

1. For each Chapter 4 required element of planned instruction, specify if the district/school is in compliance by marking yes or no.
2. Explain why “no” was chosen for any response and describe the plan to comply with this regulation.
3. Type responses to questions.

Fields with asterisks (*) are required.

Planned instruction consists of at least the following elements: (Chapter 4.12) [↗](#)

LEA develops/maintains a standard format that includes scope, sequence, and pacing. * Yes No

Essential content is developed from PA Core/Academic Content Standards. * Yes No

Content, resources, activities, and estimated instructional time are devoted to achieving the PA Core/Academic Content Standards * Yes No

Consistency and continuity between planned courses, instructional units, and interdisciplinary studies around the PA Core/Academic Content Standards exist. * Yes No

Courses and units of study are developed from measurable outcomes and/or objectives. * Yes No

Course objectives to be achieved by all students are identified. * Yes No

Evidence of measurement procedures for the success of the objectives of a planned course, instructional unit, or interdisciplinary studies exists. * Yes No

1. What is your LEA's approved cycle for reviewing the locally developed curriculum? *

Our curriculum is consistently reviewed by K-12 supervisors and needs assessments are done on an annual basis. Currently we are aligning our curriculum to competencies and learning targets and identifying ways that we can give students more ownership in their learning. All K-12 curriculum is going to the revision process.

We also have developed an instructional model that helps us in making decision of where growth areas are in our curriculum and instruction.

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle? *

Consistent review of locally developed curriculum to align to our local Life Ready Graduate Profile where we identify the targets, tools, and techniques to best meet the needs of our students. |

Act 13 states that all professional employees must be evaluated once a year and temporary professional employees must be evaluated twice a year. Act 13 classifies educators as Classroom Professionals, Non-Teaching Principals, and Principals.

Assess the strengths, challenges, and trends of the classroom/school environments and instructional practices within your LEA.

1. What percentage of the educators, who will be evaluated under Act 13, fall into each of the following categories?

a. Data Available Classroom Teachers *

27

b. Non-Data Available Classroom Teachers *

57.1

c. Non-Teaching Professionals *

12.2

d. Principals *

3.7

2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School *	Middle School *	High School *
Domain 1: Planning and Preparation	1b: Demonstrating Knowledge of€	1b: Demonstrating Knowledge of€	1b: Demonstrating Knowledge of€
Domain 2: The Classroom Environment	2a: Creating and Environment off	2a: Creating and Environment off	2a: Creating and Environment off
Domain 3: Instruction	3a: Communicating with Students	3a: Communicating with Students	3a: Communicating with Students
Domain 4: Professional Responsibilities	4c: Communicating with Families	4f: Showing Professionalism ▼	4f: Showing Professionalism ▼

3. What are the action steps implemented or will be implemented to build upon the strengths found in the classroom teacher observations? *

Our professional learning plan focuses on working together and learning from one another. Our Reflective Planning Teams meets twice a month with a focus on strategies to learn from the strengths of others. Through the use of Reflective Planning Teams, team meetings, professional learning sessions, collaboration, walkthroughs, observations, and other methods we will continue to strive to grow in all areas.

6. In planning for the implementation of Act 13, what information would be used to determine the LEA Selected Measures/Principal Performance Goals? How will those goals be determined?

Goals Set	Comments/Considerations *
Provided at the district level	The LEA Selected Measure will be a District level measure focused on Life Ready Graduate Implementation.
Provided at the building level	The Principal Goals will be focused on RPT and LRG implementation at the building level. Also building/district wide LEA selected measures will be implemented.
Provided at the grade level	RPT meetings focused on LRG implementation and best practice strategies
Provided within the content area	RPT meetings focused on LRG implementation and best practice strategies
Individual teacher choice	Individual choice is included on activities focused on LRG implementation.
Other (state what other is)	N/A

7. What student performance evidence or artifacts will be used to measure the progress and effectiveness of meeting the goals set by teachers?

Evidence	Grades/Content Area *	Comments *
Locally Developed School District Rubric	LDR for the LEA Selected Measure.	Utilizing the PDE recommended template
District-Designed Measure & Examination	N/A	N/A
Nationally Recognized Standardized Test	N/A	N/A
Industry Certification Examination	N/A	N/A
Student Projects Pursuant to Local Requirements	Student projects that include LRG rubrics.	Local projects selected by the teacher or team.
Student Portfolios Pursuant to Local Requirements	Student portfolio is an option to track student p projects.	N/A

Based on the responses above, would written curriculum be a priority in your comprehensive plan? *

Yes

No

Based on the responses above, would instructional practices be a priority in your comprehensive plan? *

Yes

No

Assessment i

Chapter 4 - Academic Standards and Assessment Requirements

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Steps to Complete this Section:

1. List the board adopted assessments and measures used to determine student achievement within the LEA. Indicate the type of assessment, frequency, and grade span for each listed assessment.
2. If the LEA uses an Early Indicator of Success for grade 3 Reading or grade 7 Mathematics, upload the Evaluation Summary Document.
3. Indicate if assessment practices are a priority for Comprehensive Planning.

Fields with asterisks (*) are required.

Assessment *

Type of Assessment *

- Summative Formative
 Benchmark Diagnostic

Frequency or Date Given *

K-2 *

3-5 *

6-8 *

9-12 *

Assessment

Classroom Diagnostic Tests

Type of Assessment

- Summative Formative
 Benchmark Diagnostic

Frequency or Date Given

2 times per year

K-2

No

3-5

No

6-8

Yes

9-12

Yes

**Assessment**

PSSA

Type of Assessment

- Summative Formative
 Benchmark Diagnostic

Frequency or Date Given

Annual

K-2

No

3-5

Yes

6-8

Yes

9-12

No

**Assessment**

Keystone Exams

Type of Assessment

- Summative Formative
 Benchmark Diagnostic

Frequency or Date Given

Annual

K-2

No

3-5

No

6-8

Yes

9-12

Yes



Assessment

Acadience

Type of Assessment

- Summative
- Benchmark
- Formative
- Diagnostic

Frequency or Date Given

3 times per year

K-2

Yes ▼

3-5

Yes ▼

6-8

No ▼

9-12

No ▼



Assessment

Freckle Benchmark

Type of Assessment

- Summative
- Benchmark
- Formative
- Diagnostic

Frequency or Date Given

3 times per year

K-2

Yes ▼

3-5

Yes ▼

6-8

No ▼

9-12

No ▼



Assessment

Developmental Reading Assessment (DRA)

Type of Assessment

- Summative
- Benchmark
- Formative
- Diagnostic

Frequency or Date Given

Minimum 2 times per year

K-2

Yes ▼

3-5

Yes ▼

6-8

No ▼

9-12

No ▼

Early Indicators of Success

If a locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success, attach the Evaluation Summary Document(s) below.

[Grade 3 Reading/Grade 7 Mathematics Early Indicators of Success](#) 

Upload Grade 3 Document

No file chosen

Upload Grade 7 Document

No file chosen

Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices? *

LEA uses diagnostic assessments to inform instructional practice and to identify strengths and growth areas of students.

Based on the responses above, would the planning, alignment, or analysis of current LEA assessment practices be a priority in your Comprehensive Plan? *



Yes



No

Signature and Quality Assurance ?



Chapter 4 - Academic Standards and Assessment Requirements

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA's Academic Standards and Assessment Requirements (Chapter 4) Plan was developed in accordance and complies with the applicable provisions of 22 Pa. Code, Chapter 4.

Steps to Complete this section:

1. The Superintendent/Chief Executive Officer's electronic signature and date signed are necessary before submitting the plan.

Fields with asterisks (*) are required.

Superintendent/Chief Executive Officer *

Date *

Save